 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

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| **Teacher’s Name:** Caroline Murphy  **Lesson #:** 2 **Facet:** 3 **Grade Level:** 11 **Numbers of Days:** 2 **Topic:** The cultural setting of *Tender is the Night.*   **PART I:**  **Objectives** **Student will understand that**literature is heavily influenced by its language and cultural setting.  **Student will know about** the Jazz Age, prohibition, and women’s suffrage.  **Student will be able to do**exhibit their understanding of the various cultural contexts and literary techniques present in the novel by creating a wiki that informs on one or more aspects of the two.  **Product:**wiki   **Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment** **Common Core State Standards** **Content Area:** English **Grade Level:** Grade 11-12 **Domain:** Reading - Literature **Cluster:** Key Ideas and Details, Craft and Structure **Standard:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  **Rationale:**By creating a wiki page that gives an informative background on an aspect of American culture that influenced *Tender is the Night*, students will begin to see the ways in which setting plays a role in developing the plot of a novel, and how the historical aspects of a novel can become a character in themselves.    **Assessments**  **Formative (Assessment for Learning)** **Section I – checking for understanding during instruction:**The Entrance and Exit tickets will allow the teacher to see what information students still need help with.  **Section II – timely feedback for products (self, peer, teacher):** The teacher will assess the wikis using a rubric that evaluates their factuality and assessibility to the other students. Students will give peer feedback with a written question-and-answer handout that requires positive, specific feedback.   **Summative (Assessment of Learning):** The summative assessment will be a wiki page that gathers information about the history and culture of 1920s America and presents it in a format that will be accessable to students throughout the unit.   **Integration** **Technology:**Students will present their information about 1920s American culture on a wiki page, allowing them to gain knowledge about the website’s formatting and giving other students the chance to easily access the information throughout the lesson on a shared platform.  **Content Areas:**  Social Studies: students will apply knowledge of social and cultural movements to their study of *Tender is the Night*.  Art: students will examine aspects of jazz music as it pertains to the cultural movements of the 1920s.  **Groupings** **Section I - Graphic Organizer & Cooperative Learning used during instruction**  Students will use a Flow Chart to organize the information they will collect for their wikis. Jigsaw will be used so that students can teach each other about the different aspects of 1920s culture that are present in the novel   **Section II – Groups and Roles for Product** Students will complete their wiki projects in pairs and present them to the class. The point of the assignment is for the wikis to be informative for the rest of the class, so a major focus of the project will be its accessability to the group.  **Differentiated Instruction**  **MI Strategies** **Verbal:** Students will compile a written document exploring a topic of 1920s culture. **Visual:** Students can create a piece of visual art representing the 1920s to accompany their wiki. **Kinesthetic:** Students can perform a skit about the 1920s to accompany their wiki. **Musical:** Students can perform a musical number about the 1920s to accompany their wiki. **Interpersonal:** Students can organize a small group discussion about one topic from the 1920s to accompany their wiki. **Naturalist:** Students can gather objects from outside that could represent the 1920s to present alongside their wiki.   **Modifications/Accommodations** ***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  **Plan for accommodating absent students:** A student who is absent on the day of the project’s assignment will be able to catch up, since the bulk of the work will be outside of class. Information on the project requirements will be posted on the class blog. Extended absences will require an individual project instead of the group assignment.   **Extensions**  **Type II technology:**Students will use Wikispaces and explore different aspects of the fundamentals of webpage design.  **Gifted Students:**Students looking for a challenge have the options of choosing a more involved and complex aspect of 1920s culture to research and write their wiki about.  **Materials, Resources and Technology** Laptop Word Sort topics on sticky notes  Cluster/Word Web 2 handouts  ISP chart handouts  **Source for Lesson Plan and Research** www.wikispaces.com, so that students can begin setting up their wiki pages  Checking for Understanding: <http://edu221spring11class.wikispaces.com/file/view/strategies.pdf>  Cooperative Learning: <http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm>  Graphic Organizer: <http://www.eduplace.com/graphicorganizer/pdf/flow.pdf>  Content Notes:  <http://www.historylearningsite.co.uk/1920s_America.htm>  A site summarizing the cultural aspects of the Jazz Age and the Flapper movement.  <http://www.pbs.org/wgbh/amex/monkeytrial/peopleevents/e_jazzage.html>  A site giving an overview of the political causes and effects of the Jazz Age.  <http://en.wikipedia.org/wiki/Women%27s_suffrage_in_the_United_States>  An overview of the women’s suffrage movement.  <http://www.history.com/topics/prohibition>  An overview of the political background of the 18th amendment and prohibition laws.  Hook videos:  <http://www.youtube.com/watch?v=sY5D6uzxLuU>  <http://www.youtube.com/watch?v=aC-EA8gj4ow>  **PART II:**  **Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)**  *Day 1*  *Hook (10 minutes) – show Duke Ellington song and Boardwalk Empire clip from Youtube.*  *Word Sort activty (30 minutes) – students use prior knowledge to put the list of topics into three categories.*  *Jigsaw activity (30 minutes) – students break into assigned groups and are assigned a topic that they must teach each other*  *Wiki project assignment (10) – time for clarifying questions and for the teacher to give instructions for the wiki project and hand out the checklists.*  *Day 2*  *Research session (20 minutes) – students are given the ISP charts and work in their groups to research for the wiki projects*  *Project session (60 minutes) – students are given time to complete their wiki projects in groups, with ongoing feedback from the teacher*  1. Students will work in pairs to create the informative wiki project, and the Jigsaw activity will be done with High 5 groups. Students will understand that literature is heavily influenced by its language and cultural setting. This will deepen their understanding of the many elements that come together to create the plot of a novel. They will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. For a hook, students will break into pairs and each get a chance to try on clothing or use a prop that is reminiscent of American culture in the 1920s. This will give them a physical representation of the fact-based information they will be presenting for their projects, and will allow them to develop a personal connection to the culture.  **Where, What, Why, Hook, Tailors:** Kinesthetic, Interpersonal  2. Students will know important elements of 1920s American culture: the Jazz Age, prohibition, and women’s suffrage. These topics will connect to the Word Sort activity, which gives students the chance to organize this information in a way that will be helpful for assembling their wiki projects. The Cluster/Word Web handout will help students organize the historical details of their topic for the wiki projects, with emphasis on understanding how different elements of that topic relate to events in *Tender is the Night.* The Jigsaw activity will give students the chance to practice teaching each other about cultural and historical material before they are required to do so in a project.  **Equip, Explore, Rethink, Tailors:** verbal, interpersonal, logic  3. The teacher will check for understanding with a Word Sort activity, which will help students sort information for their projects into managable pieces and give the teacher a chance to interact with them before work starts on the projects. For a product, students will be able to exhibit their understanding of the various cultural contexts and literary techniques present in the novel by creating a wiki that informs on one aspect of the two. Students will have their projects assessed through peer review; because the purpose of the assignment is to create a resource for students to have throughout the unit, attention will be paid to how user-friendly and accessible the wiki is.  **Explore, Experience, Rethink, Revise, Refine, Tailors:** interpersonal, verbal  4. The teacher will evaluate the wiki projects based on a rubric that students will have access to throughout the lesson so that they can adequately prepare. They will be graded based on factuality and research material, accessibility to other students, and overall presentation of the material. Because the point of the project is to create a resource for other students, a big portion of the overall grade will also come from a peer review rubric.  **Evaluate, Tailors:** verbal, interpersonal, intrapersonal  **The Jazz Age**  The 1920s, especially in America, is often referred to as the Jazz Age. Also known as the Roaring Twenties and the Golden Twenties, it was a time of people breaking down established social norms and embracing new ways of dress, music, culture, and thinking. Cities were the hub of activity, and the nightlife became a new favorite pastime. Alcohol flowed freely, fashion was stylish and elegant, and for everyone who could afford it, life seemed to be dusted in gold.  The stock market crash had not yet happened, and the American economy was still booming from WWI. People had money to spend, and they didn’t think anything like the Great War could ever happen again, so why not celebrate?  Women in particular embraced Jazz Age culture and used it to achieve social freedom. This era saw the birth of the Flapper, a class of young woman who wasn’t afraid to go to parties without a man, smoke cigarettes, dance in clubs, and wear clothing that exposed their legs. Women achieved the right to vote in 1920, and this was a major milestone that inspired them to take a more active role in political endeavors. Not everyone was in favor of this new way of living, however. Willa Cather wrote her homage to prairie life, *My Antonia*, in the face of rapid social modernization, and the older generation was very uncomfortable with what they saw as “loose morals” taking over the young people.  **Prohibition**  Prohibition refers to the period of time when the manufacture, sale, and transportation of alcohol was illegal in the United States as a result of the 18th amendment to the Constitution. This was the result of the temperance movement, largely inspired by a wave of religious revivalism and strengthened by the debauchery of the Jazz Age. Though the new laws received support from the facets of American society that agreed with it, they were very difficult to enforce in urban areas because of the nightlife culture there. The black market sale of alcohol, called bootlegging, because a lucrative business, and this led to increased gang activity in cities. Towards the end of the 1920s, support for prohibition dried up because of its negative economic effects, and the 18th amendment was repealed in 1933.  **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  ***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***   ***Learning Styles***  ***Clipboard:*** The project is very fact-based and orderly, and the information will be organized in a sequential manner that benefits logical thinkers.  ***Microscope:*** The hook activity allows students to think about the meaning behind the cultural setting of *Tender is the Night* by seeing its practical application through clothing and props.  ***Puppy:*** The historical and cultural information for the lesson is presented in various formats to maximize comfort with the material, and the summative assessment is assigned after much guidance is given with the material.  ***Beach Ball:*** The hook activity is very physical, and numerous opportunities for content comprehension are given through the various activities.    ***Rationale:***The lesson gives students the chance to examine and learn the material in several different ways before they are required to be graded on it, ensuring maximum comprehension by each learning style.  ***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  ***Formative:*** The blog entries from the first lesson will continue, allowing the teacher to perform ongoing assessment of reading comprehension. The Exit tickets at the conclusion of the lesson gives the teacher the opportunity to see how much students comprehend about the material and make adjustments to the wiki project as necessary.  ***Summative:*** The culmination of the unit will be the wiki project, which will allow the teacher to assess the students’ overall understanding of the historical and cultural information presented.  ***Rationale:*** The grading process for this lesson allows the students to have multiple opportunities for mastery in several different formats, and then all of the material is compiled in a final project that gives students the opportunity to further their learning by teaching the material to their classmates.  ***Rationale:*** ***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  ***Content Knowledge:*** The Jazz Age, prohibition, women’s suffrage.    ***MLR or CCSS:*** English Grade 11-12, Reading-Literature   ***Facet:*** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful  ***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  ***MI Strategies:*** Verbal, Logic, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist   ***Type II Technology:*** wiki   ***Rationale:***The wiki allows for students to collect resources to further their knowledge of the history and culture of America in the 1920s.   ***NETS STANDARDS FOR TEACHERS*** **1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.** a. Promote, support, and model creative and innovative thinking and inventiveness  b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  ***Rationale:***  **2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.** a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  ***Rationale:*** Using wikispaces to develop a resource for classmates will allow them to see how technology can be used for collaborative and assistive purposes. |

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